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ABSTRACT

This guide, growing out of the annual evaluation by the National Council of Teachers of English (NCTE) of English Language Arts curriculum documents (K-12), presents exemplary curriculum documents from the years 1986-1989. The guide presents documents which were commended by the NCTE reviewers and which demonstrate substantive, procedural, or presentational features which can serve as illustrative examples for other schools or school districts. Entries in the guide include a description of the curriculum document, a commentary about its applicability, and information about its availability (cost, a contact person or office, and the appropriate address). Following an introduction, the guide is in four main sections. The guide's first section presents curriculum guides commended in 1988-89, the next section presents those commended in 1987, the following section those for 1986, and the fourth section presents the criteria for planning and evaluating English language arts curriculum guides. Information about the ERIC Document Reproduction Service concludes the guide. (SR)

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Commended
English Language Arts
Curriculum Guides, K-12

1990

NCTE Committee
to Evaluate Curriculum Guides and Competency Requirements
Tobye P. Polk, Chair

CS213473

COMMENDED ENGLISH LANGUAGE ARTS CURRICULUM GUIDES, K-12
1990 Edition

Evaluations, Abstracts, and Commentaries submitted by the NCTE Committee to Evaluate English Language Arts Curriculum Guides, K-12, 1987-89.

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NCTE Stock Number 07508

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INTRODUCTION

NCTE provides, as a service to the profession, evaluation of English Language Arts curriculum documents, K-12. This service is performed by a committee of NCTE members from all areas of the United States, and from the complete range of school settings, K-University. In its review of curriculum documents, the NCTE Committee to Evaluate Curriculum Guides, K-12, strives to adhere to thorough and consistent application of a set of published guidelines so as to make review clear and helpful to schools and school districts. Of the numerous curriculum documents submitted each year for review, some are cited by reviewers as worthy of commendation.

Those curriculum documents which demonstrate substantive, procedural, or presentational features which can serve as illustrative examples for other schools or school districts are described in *Commended English Language Arts Curriculum Guides, K-12.* By periodically issuing this publication, NCTE tries publicly to acknowledge these accomplishments of our English Language Arts colleagues.

The second, but equally important reason for public citation of exemplary curriculum documents is to provide the readership with the necessary information to gain access to these materials for examination. You will find here a description of the curriculum document, a commentary about its applicability, and the necessary information about its availability: cost, a contact person or office, and the appropriate address.

It is our expectation that examination of commended curriculum documents will serve to initiate deliberations or to explore alternatives as schools and school districts engage in program development.

CURRICULUM GUIDES
COMMENDED IN 1988-89

ELEMENTARY

Curriculum Document:

Content-based Supplementary Spelling Lesson Guides, Grades 1-3, 4 and 5, 7 and 8

School or School District:

Decatur Public Schools District 61
Decatur, Illinois

Contact Person:

Betty Watkins
Language Arts Strategist
Decatur Public Schools District 61
Otto C. Keil Administration Building
101 West Cerro Gordo Street
Decatur, Illinois 62523

Available for examination.

Abstract:

Each of the five guides is prefaced by a review of current research which is followed by an explanation of instructional implications. A sample lesson plan with a stated objective, lesson introduction, development, and summary offers the teacher a pattern illustrating the research principles. The spelling lessons are content based; the list of words is based on vocabulary contained in language arts, science, social studies, and math. The individual lessons contain the vocabulary list, practice, application, and extension activities. The material is easy to follow and the work-sheets are appropriate for Xeroxing.

Commentary:

The spelling guides capitalize on student interest in content areas in order to provide instruction in spelling. For example, there is a lesson on the bicycle and all the parts and terms associated with the bicycle. For one of the activities, students must label the parts of the bicycle. The vocabulary is derived from lessons on such topics as the weather, the Constitution, and sports. Integrating spelling rules and practice with the content areas makes the guides useful and meaningful. All of the lessons and worksheets apply the principles of research presented at the beginning of the guide. The guide itself is readily adaptable because the lessons can be selectively reproduced. The format is clear and the organization easy to follow.

Curriculum Document:

Elementary English Language Arts, K-5
Middle School Language Arts
High School Language Arts

School or School District:

Fort Worth Independent School District
Fort Worth, Texas

Contact Person:

Sue Spratt Smith
Program Director for English Language Arts
Fort Worth Independent School District
3320 West Cantey
Fort Worth, Texas 76109

Available for examination.

Abstract:

The English Language Arts Curriculum Guide from Fort Worth Independent School District contains objectives as well as scope and sequence charts for writing, language (oral and written), listening, reading, and literature. The guide is organized in three volumes. The first volume of eighty-eight pages describes the curriculum for kindergarten through grade 5. The second volume deals with middle school curriculum in grades 6 through 8 in twenty pages. The third volume describes English I, II, III, and IV at the high school level in forty pages. The philosophy and rationale of the language arts program remain constant as students move up through the grades while the objectives change. Listings of "essential elements" are provided for each grade level.

Commentary:

The Fort Worth Independent School District curriculum guide is strong in its writing, literature (in addition to reading), and listening strands. The writing component is based upon the writing process. The writing process is taught from the early grades through the high school. The literature component is balanced and well thought out. The overall curriculum design has goals based on the philosophy and rationale. The objectives are based on the goals. The program from kindergarten through English IV has a constant philosophy and rationale for a foundation, so there is continuity for the students who move through the grades.

Curriculum Document:

Writing, Grades 1-3, Teaching and Testing Our Basic Skills Objectives

School or School District:

South Carolina State Department of Education

Contact Person:

Dr. James A. Wilhide
Language Arts Consultant
S.C. State Department of Education
801 Rutledge Building
Columbia, South Carolina 29201

Available for examination. Cost: $2.00

Abstract:

This is a guide for teachers of writing in grades 1-3. It describes the stages of the writing process, the key elements of each stage, and ways teachers can help students as they move through the stages. The guide also includes specific management suggestions and tools, including lists of suggested materials, ideas for writing across the curriculum, editing checklists, a description of student writing folders, suggestions for content, and editing conferences. Fifteen lesson plans are included, as well as a bibliography. Appendixes include ideas for publishing student writing and a list of publications which accept student writing, a sample letter to parents, and ERIC digests on spelling and handwriting.

Commentary:

Perhaps the most promising thing about this guide is a State Department of Education's willingness to place its stamp of approval on a meaning-centered approach to learning. For teachers of grades 1-3, it provides a clear, attractive, well-organized description of the "process" orthodoxy. It provides helpful information for teachers who are just beginning to learn to teach writing; for those with more training and experience it offers moral support and may act as a jumping-off point for more in-depth learning.

This guide provides a clear, well-organized description of a writing classroom in grades 1-3 and offers many suggestions for a management structure and tools teachers can use in teaching writing. The format is attractive and the material well presented. Teachers will find many of the suggestions, forms, and checklists helpful.

Curriculum Document:

Novel-Based Language Enrichment (NoBLE)

School or School District:

Montgomery County Public Schools
Christiansburg, Virginia

Contact Person:

Linda Waggaman or Jane Goette
Montgomery County Public Schools
200 Junkin Street
P.O. Box #29
Christiansburg, Virginia 24073

Available for examination.

Abstract:

The guide's strength lies in its development of higher-order thinking skills. Questions are provocative and open-ended. There are wonderful suggestions for further activities designed to take a child deeper into each genre and to incorporate science and social studies into the reading curriculum. In keeping with the whole language approach, the guide addresses writing and vocabulary development within the teaching of children's literature.

Commentary:

More attention could be given to bilingual instruction, the use of media, computer instruction, and linguistics. Overall, the strengths of comprehension development and the encouragement of the reading of quality literature make this guide a valuable resource for any language arts program. As an enrichment program, it would be an asset to any language arts curriculum.

Curriculum Document:

Language Arts, Reading and Literature Curriculum

School or School District:

Wilmette Public Schools
Wilmettte, Illinois

Contact Person:

Marilyn Crow
Reading/Language Arts Facilitator
Wilmette Public Schools
District 39, Cook County
615 Locust Road
Wilmette, Illinois 60091

Available for examination.

Abstract:

The curriculum includes a comprehensive language arts program for K-8, inclusive of writing, speaking, listening, spelling, handwriting, library, and reference Also included are separate curricula on reading and literature. Philosophy statements and objectives present language development as a complex, recursive process and endorse an integrated program. Skill instruction is organized by grade level, and learning strategies are based on the students' developmental levels. District learning goals are correlated with state learning goals, and bibliographies are included for further reference.

Commentary:

The curricula are all research based. The curriculum on reading is especially impressive, with the recognition and integration of concepts like metacognition, prior knowledge, and interactive learning. The concept of text is presented theoretically as consisting of macrostructures, hierarchical levels, and information sources. These distinctions in turn are applied in models of reading assessment. The curricula also include a detailed scope and sequence for a comprehensive literature program, and recognize that the teaching of reading and literature are interrelated. The composition curriculum makes the necessary distinction between process and product and incorporates Shaughnessy's conceptual map. A writing overview chart delineates composing strategies. The "portrait of an effective writer" is especially well done, as is the description of "an effective writing instructor."

The organization of the curriculum is excellent, with a communications manual that discusses its working design: strategies, selected on the basis of content and need, represent sets of integrated-organized skills. Objectives are organized as stages.

The curriculum's major strength is its detailed attention to current research in language learning theory, and the rendering of that research in applications based on students' abilities, interests, and needs.

Curriculum Document:

English Language Arts Curriculum Guide, Grades K-6

School or School District:

Louisiana Department of Education
Office of Academic Programs

Contact Person:

Mari Ann Fowler
Education Executive Administrator
Louisiana Department of Education
Office of Academic Programs
P.O. Box #94064
Baton Rouge, Louisiana 70804-9064

Available for examination. Cost: $6.00 plus $2.00 postage

Abstract:

Representing a team effort that included education professionals and community members throughout the state of Louisiana, this curriculum guide updates a previous edition that outlines the language arts skills, levels of instruction, and suggested classroom activities for instruction from kindergarten through grade 6. Following a brief philosophical rationale stressing the interrelatedness of the language arts and an explanation of how to use the guide, the first section lists the grade-level standards embedded in the curriculum. The major section of the guide presents instructional activities organized by domain (broad divisions of course content representing traditional areas of the language arts curriculum) as follows: (1) reading and writing readiness skills; (2) word attack skills; (3) vocabulary; (4) comprehension; (5) composition skills; (6) writing mechanics; (7) language structure and usage; and (8) study skills. The guide concludes with a section of practical reminders for effective classroom presentation, a comprehensive bibliography, and a succinct index to curriculum and standards information.

SECONDARY

Curriculum Documents:

Junior High School Language Arts Curriculum Guide, 1987
Reading 10: Curriculum Guide

School or School District:

Alberta Education, Curriculum Support Branch

Contact Person:

Tara Boyd, Coordinator--Language Arts
Curriculum Support Branch
Alberta Education
11160 Jasper Avenue, Box #28
Edmonton, Alberta, Canada
T5K OL2

Available for examination.

Junior High School Language Arts Curriculum Guide, 1987

This document recognizes the moral development stages in the continuous process of language learning and is designed to reflect the interrelatedness of the process of listening, speaking, reading, writing, and viewing. The focus is upon the active use of language, learner involvement and the students' right to their own language. The statement of content contains the core of the guide and outlines the content of the curriculum. Throughout, goals are directed toward higher levels of thinking skills. Listening focuses upon a speech model; the role of the listener; using student talk to accompany and enhance language learning and to assimilate and accommodate new information used to construct and express new knowledge, skills, and attitudes; and to form, evaluate, and adjust hypotheses. Reading and literature stress how to respond to literature. Research supports the writing process, and multiple writing scales and charts are in the appendixes. Viewing is defined as a way to perceive our environment, to create meanings, to expand vicarious experiences, to create a need for new language, and to develop new thought. The guide defines and refocuses methodology as observing and measuring student competencies and growth points, what students learn, what they are ready to learn, and what they need to know. A sample thematic unit illustrates the Alberta curriculum model for junior high. Methodology adapts to the moral development patterns of adolescence, to the learner's needs in a changing society, to the nature of knowledge, and to the learning environment, and recognizes that learning and development are interactive processes. System-wide evaluation processes reflect the influences of Cooper and Diederich, and move from traditional methods of evaluation.

Reading 10: Curriculum Guide, 1987

Reading 10 uses a conceptual reading model to design a complementary reading course to help all students upgrade their reading skills. It defines a good reader and his or her behavior, and presents strategies to enhance the cognitive and affective domain. A sociolinguistic approach is used to develop the reading process and to tie reading into the core curriculum. Multiple language activities are designed to achieve a whole language approach. Reading is integrated into writing, speaking, and listening to enrich and achieve reading goals that are merged into the total learning environment. This document links theory with practice, utilizes a practical application in all areas, relates reading to real-life experiences, provides techniques to build and enhance thinking skills, and presents appropriate teaching strategies for a wide range of readers.

Curriculum Documents:

Junior High School English, Grades 7 and 8
Junior High School English 1 and 2, Grade 9

School or School District:
Luther Burbank Junior High School

Contact Person:

Jeanne Savoy
Luther Burbank Junior High School
3700 West Jeffries Avenue
Burbank, California 91505

Available for examination: ERIC
Grades 7 and 8 ERIC ID#ED296372 CS211380
Grade 9 ERIC ID#ED296373 CS211381

Abstract:

Intended to promote an appreciation, understanding, and enjoyment of various forms of literature, with a focus on a core work for each semester (a California mandate), and to furnish opportunities for students to experience writing as a process, these guides promote the interrelatedness of three elements. The core literature, the students' experiences, and the research development by and from the National Writing Project coalesce into a coherent whole. Each semester's work in each course offers detailed materials for the core work and for four or five additional works, representing all literary genres. Each unit's development offers "Bridges" (extended pre- or post-readings), "Into the Core Work" (pre-reading activities), "Through the Core Work" (kinds of reading, ongoing comprehension activities, vocabulary development, and testing), and "Beyond the Core Work" (culminating processes of writing). Extensive appendixes provide both essential and supportive materials in content and in methods.

Commentary:

These two documents, which are part of an articulated K-12 program, meet the demands of the California mandate and should be useful in any other classrooms as well. (It is noteworthy that one of the schools using these materials is an identified NCTE Center of Excellence.) Each semester of each year's work focuses on the required "Core Work," and four or five other works representing all literary genres (during the three-year span of these guides) are equally fully developed. In addition, the seventh-grade course adds an "Orientation to Junior High School" unit; the eighth grade, a "Career/Vocational Planning" unit. Both grades receive direct library instruction. Clarity and range are the hallmarks of these guides. Each abounds in suggestions and methods for achieving its goals, contained in detailed lesson plans which leave choice where it belongs, in the hands of the teacher who knows the students in the classroom. Higher-level thinking-skills development is emphasized, but recall, knowledge, and application suggestions are plentiful as well. Writing is based on the literature at the program's foundation and on the experiences and thoughts of the students themselves. Oral expression, group activities, vocabulary development, and language development reflect the programs' commitment to use in the classroom.

Curriculum Document:

Curriculum Guide for Comparative European Literature

School or School District:
Mt. Lebanon School District
Pittsburgh, Pennsylvania

Contact Person:

George D. Wilson
Supervisor of Secondary Education/English
Mt. Lebanon Senior High School
7 Horsman Drive
Pittsburgh, Pennsylvania 15226

Available for review.

Abstract:

The one-semester, elective course on Comparative European Literature covers eight units over an eighteen-week period. Thematically arranged, the units integrate literature, art, and music in the following topics: The Righteous, The Lonely People, The Woman Scorned, The Prisoners, The Alienated, The Absurd Man, and The Seeker. The introductory unit covers the definitions of terms and philosophies used throughout the course. Literary works are enhanced by appropriate pieces of music and works of art. For example, in the unit,

The Prisoners, Sartre's "The Wall" may be supplemented by "Lacrimosa" from Britten's *War Requiem* and Picasso's *Guernica*. Each unit contains objectives (cross-referenced to the course objectives), emphasized works, suggested activities, and evaluative criteria and expected levels of achievement. This humanities course is intended for high school juniors and seniors, and offers a challenging look at the "common basis of feelings, thoughts, and aspiration" possessed by all people.

Commentary:

The many strengths of the guide are: the inclusion of the major movements in art, music, and literature; the structuring of the guide in thematic units which also include a variety of literary genres; the content itself--substantial, challenging works of art; the variety of activities; the balance between required and suggested work; and the section on Evaluative Criteria. The content speaks for itself; rarely is there an intrusion into the content. That is, the teacher's judgment is respected. The Evaluative Criteria section for each unit was most impressive because of the varied means of evaluation, the number of choices both for students and teacher, and the recognition of different learning styles and ability levels. The Expected Level of Achievement revealed in measurable terms not only what was taught but also what was learned. Finally, the guide is concise, a significant achievement.

Curriculum Document:

High School English Curriculum

School or School District:

Blaine High School
Blaine, Washington

Contact Person:

Neil K. Nix, English Teacher
P.O. Box "S"
Blaine High School
Blaine, Washington 98230

Available for examination. Cost: $10.00

Abstract:

The Blaine *High School English Curriculum Guide* outlines the course content and strategies for achieving the course content for World Literature, American Literature, Classical Studies, and Advanced English. The World and American Literature courses are designed to take one year of study each. Classical Studies and Advanced English are both one-semester courses. The guide focuses on language use, specifically composing and comprehending.

Commentary:

This curriculum guide's strength lies in its simplicity and ease of use. The guide is designed in a way to make it useful to both the experienced teacher and the novice. Additionally, the format allows the teacher to easily remember the overall content of the course for long-range planning purposes.

The guide opens with a one-sentence statement of philosophy which explains the rationale for the curriculum. Objectives such as "the student will understand and appreciate ancient literature" are not ignored just because they are difficult to measure. Also, the composition strand includes responses to literature, personal narratives, as well as world-of-work-related activities. This curriculum guide includes public speaking experiences for all students.

All in all, this is a brief, but up-to-date, curriculum guide which is strong in the basics of English education while including use of computers and other aids to support instruction.

Curriculum Document:

Course of Study and Instructional Resource Guides: Education for the 21st Century

School or School District:

Upper Arlington City School District
Upper Arlington, Ohio

Contact Person:

James Allen
K-12 Language Arts Coordinator
Upper Arlington City School District
1650 Ridgeview Road
Upper Arlington, Ohio 43221

Abstract:

The guide for the Upper Arlington School District focuses on education for the 21st century. A major goal of the curriculum is to help students become active and independent learners who write, argue, discuss, socialize, listen, and examine ideas. The goals and learning activities are based on recognized research.

Commentary:

This curriculum guide is extremely well organized and very easy for teachers to use. The scope and sequence process is clear, making it easy for teachers to see how their teaching

fits into the total scheme. Objectives are well organized, yet teachers are also allowed considerable flexibility in both materials and methods in reaching those objectives. The emphasis on computer literacy is extensive. The guide is sophisticated, research based, and complete.

Curriculum Document:

Exploring Literature through Films: Project ELF

School or School District:

Los Angeles County Office of Education
Downey, California

Contact Person:

Kathryn Edwards
Los Angeles County Office of Education
Instructional Communications Technologies
9300 East Imperial Highway - Room #260
Downey, California 90242

Not available for examination.

Abstract:

Noting that instructional films can serve as a valuable tool to motivate students and to help them organize, interpret, and evaluate concepts presented, this program guide is designed to assist teachers in planning instructional activities that will effectively integrate films into the English language arts curriculum. The first section of the guide presents an initial statement of purpose, instructions for use of the guide, and a lesson format and a graphic presentation of the format for each study guide. The remainder of the guide presents detailed lessons for works in diverse literary genres. Each genre section begins with a brief outline enumerating topics to consider when introducing films based on that particular literary type. The study sections are as follows: (1) biography, including films on Edgar Allen Poe, Robert Frost, and Shakespeare; (2) drama, including Ibsen's "A Doll's House," Shakespeare's "Hamlet," and Shaw's "Pygmalion"; (3) the novel, including Hemingway's "Islands in the Stream" and S.E. Hinton's "Tex"; (4) poetry, including material on Chaucer and Japanese haiku poetry, as well as on the epic poem; (5) short stories, including works by Balzac, Shirley Jackson, and D.H. Lawrence; and (6) science fiction and fantasy, including Ray Bradbury's "The Flying Machine" and W.W. Jacobs's classic short story "The Monkey's Paw." The program guide concludes with an appendix containing information for ordering films, a request for user comments, an invitation for teachers to submit their own lesson plans, and a sample lesson format.

GRADES K-12

Curriculum Document:

Write More, Learn More: Writing Across the Curriculum

School or School District:

Monroe County Community School Corporation

Contact Person:

Shari Bradley
National Training Coordinator, Phi Delta Kappa
P.O. Box #789
Bloomington, Indiana 47402

Not available for examination.

Abstract:

This curriculum guide was produced by the Monroe County Community School Corporation at Bloomington, Indiana. It describes possibilities for teaching and managing writing as well as integrating writing into ongoing curriculum. It is a support document intended to provide teachers with the information and materials needed to integrate writing as a tool for teaching and learning across the curriculum in K-12 classrooms.

Commentary:

The Monroe County Community School Corporation clearly points out that this document is a "descriptive curriculum" for the teaching of writing. The corporation's members have successfully avoided producing the typical "skill and drill" curriculum guide that over-specifies what all children should learn at specific grade levels. Instead of assuming a prescriptive posture in which teachers are viewed as technicians, they assume that the teacher is a professional and is in the best position to make implementation decisions. Although at 424 pages the guide is a bit bulky, it does contain numerous activities that K-12 teachers will find very useful. Also included are helpful suggestions for the often-overlooked area of classroom management. Especially appreciated is the fact that the guide directly addresses the dilemma of writing assessment and the conventional giving of letter grades. The guide's philosophy is grounded in the most current research and theory of writing development.

Curriculum Document:

English Language Arts Framework, Kindergarten-Grade 12

School or School District:

Texas Education Agency

Contact Person:

Sylvia A. Rendon
Director, English Language Arts Programs
1701 N. Congress Avenue
Austin, Texas 78701-1494

Available for examination. Cost: $3.00

Abstract:

This guide is very well organized and clearly written. It would be very helpful for subject-area consultants and for individual teachers in school districts. It is an excellent resource for integrating all areas of language arts at all grade levels.

Commentary:

The only area that could use further development is in students generating ideas for instruction and playing a more important role in evaluation. The primary focus in almost every part of the unit is on the teacher "teaching." A brief section in the guide might convey the importance that students can play in planning and evaluating their own learning.

Curriculum Document:

English Language Arts K-12 Curriculum Guide

School or School District:

Hurst-Euless-Bedford Independent School District

Contact Person:

Helen Campbell
Secondary English Language Arts Consultant
Hurst-Euless-Bedford Independent School District
1849 Central Drive
Bedford, Texas 76022

Available for examination. Cost: $25.00

Abstract:

1. Document provides total program, K-12
2. Format of guide is usable, i.e., not cumbersome, provides a springboard for teachers to plan
3. Repetition of objectives provides a scope and sequence
4. Writing process emphasized
5. Reading list strength
6. Documentation of Essential Elements for Texas

Commentary:

This document serves as a guide for K-12 language arts, ESL, and high school journalism. Listed are concepts, objectives, content, activities, enrichment activities, reading lists, and bibliographies for language arts organized by grade levels K-12. Each grade level includes concepts divided into three strands of Reading/Literature, Written Language, and Oral Language. The strands include concepts which are related to the district's goals, listed at the beginning of the guide. Objectives are listed under each concept, with suggested activities which would lead to the achievement of the concepts. Succinctly written course outlines appear at the end of many grade levels. In grades 7 and 8, course objectives are outlined for enriched and regular classes. High school courses are divided by honors, regular, and correlated (students functioning below grade level). English as a Second Language K-12 is included in the guide in the same format as the other two segments. At the end of the guide is a complete listing of concepts, objectives, content, teaching suggestions and activities, and enrichment activities for all courses offered in high school journalism.

This guide could serve as a comprehensive resource and model for committees developing their own guides. It would provide direction and some specific ideas.

Curriculum Documents:

English Language Arts Curriculum Guidelines, K-12 (April 1989)
Reading Curriculum Guidelines, K-12 (August 1988)

School or School District:
Superintendent of Public Instruction
Olympia, Washington

Contact Person:

Fred Bannister, Supervisor
Reading/Language Arts
Old Capital Building FG-11
Olympia, Washington 98504-3211

Available for examination.

Abstract:

English Language Arts Curriculum Guidelines, K-12 (April 1989, 139 pp.) and *Reading Curriculum Guidelines, K-12* (August 1988, 92 pp.) are both published by the Superintendent of Public Instruction, Olympia, Washington. Designed for use by those charged with creating, maintaining, and/or revising curricula (meaning everyone in the educational family), they are clear, comprehensive sets of easily applied guidelines for any school entity anywhere. Both follow the same general pattern: stated goals are supported by learner outcomes. Both are grouped by goals into K-3, 4-6, 7-9, and 10-12 sets. ELA is developed in a chart format and includes examples of methods of implementing the instructional implications of each goal and learner outcome. Both are descriptive rather than prescriptive. Both are nearly free of jargon and include useful appendixes.

Commentary:

Both documents are user-friendly. The reading publication uses the capabilities of the word processor to change fonts, pitch, and style to a great extent. Both are easy to understand, easy to work with, and ready for use at any level. The best kind of tool is one that works, and these appear to be tools of that kind. Particularly noteworthy in both is the consistency of focus, of tone, of purpose. They are professional publications for the working practitioner.

Curriculum Document:

English Language Arts Syllabus, K-12

School or School District:

New York State Education Department
Albany, New York

Contact Person:

Jacqueline L. Marino, Ed.D.
Associate Bureau of English/Reading Education
New York State Education Department
Room #660 EBA
Washington Avenue
Albany, New York 12234

Available for examination. Cost: $2.50

Abstract:

This *English Language Arts Syllabus, K-12*, is a document to assist administrators and other developers of curriculum at district and building levels. General criteria for an effective integrated curriculum, instructional objectives, and suggested evaluation methods are outlined. The document is divided into eight sections which include an introduction, planning, characteristics of effective English/language arts curriculum, strands, foundation for literacy, curriculum for listening and speaking, composition, reading and literature. An appendix is included which shows where the strands are related to goals, how the goals are related to the objectives, guidelines for keyboarding, and information regarding handicapped students.

Commentary:

This document could be used by any school as a pattern for local curriculum planning and district assessment. It reflects current research for all of the components of the English/language arts. Used together with three manuals, *Listening and Speaking in the English Language Arts Curriculum K-12, Composition in the English Language Arts Curriculum K-12*, and *Reading and Literature in the English Language Arts Curriculum K-12*, a sound basis for development of an effective English language arts curriculum would be insured. Persons responsible for developing an English language arts curriculum will find this comprehensive document an important resource for developing an integrated language arts program.

Curriculum Document:

K-12 Language Arts Course Outlines

School or School District:

Boise Independent School District #1

Contact Person:

Dr. Don Coberly, Language Arts Supervisor
Boise Independent School District #1
1207 Fort Street
Boise, Idaho 83702

Available for examination. Cost: $7.00 per outline

Abstract:

The district's decision to develop an integrated language arts curriculum informs all of these books. The format, wide pages with unit activities in parallel columns for reading/literature-writing-communication/language, helps implement the approach. Goals for both students and teachers are included. Recent research and thinking is evident in both the goals and the activities. Each guide is designed to include enough units to cover the year. Sample model integrated lessons and units are included. The guides do not mention any teaching about the various media, and the activities include only a faint bow toward using media. All the books of the series, however, emphasize thinking skills with both goals and activities. These guides are current, user-friendly, and comprehensive.

Commentary:

These guides do not include any material or scarcely a brief nod toward evaluation, media instruction, or uses of technology--but given those omissions, the guides are excellent. They each lay out a year's work, giving both teacher goals and student goals. The district decision to develop an integrated language arts program is implemented through goals, activities, and even format. Reading, literature, writing, thinking--and in levels 2 and 8, speaking and listening skills--are completely integrated into literature-centered units. Model integrated lessons and units are included. Scope and sequence and supplementary materials are there too. The activities may require the teacher to find out what is being recommended, for instance, "Keep a reading journal" or "Write in your diary daily," with no specific instructions for carrying out the activities. The guides are, however, very good. They are not cookbooks, but they are sufficient to guide an informed teacher through a fine teaching year.

Curriculum Document:

Seeking Excellence in Education, K-12

School or School District:

El Dorado County Schools
Placerville, California

Contact Person:

None specified.

Abstract:

The El Dorado County Curriculum Guide is an integrated, literature-based program. Four strands--writing, literature, oral language, and language study--are developed, with skill introduction, reinforcement, and mastery time lines presented in an easy-to-read chart. Each strand, then, is defined for each grade level with a list of skills to be covered for that year. The appendix includes a suggested reading list, a K-8 core reading list, a definition of the writing process, and suggested writing activities for each grade. The concisely written guide is presented in an attractive format with charts to indicate skill development and color coding for each of the strands.

Commentary:

The major strength of the guide rests on the fact that the program is an integrated, literature-based program, with choice of materials left to individual schools/teachers. Of particular note are the material on the writing process, the emphasis on listening skills, and the list of core and additional readings. The grade-by-grade breakdown of each strand enables the classroom teacher to understand readily the objectives for language arts in any given year.

The philosophy statement immediately clarifies the intention of the program. The skill mastery time lines are realistic and appropriate to the levels. The grade-by-grade breakdown of each strand enables the classroom teacher to understand readily the parameters for his or her program. In all, its concise, to-the-point nature makes this a guide that teachers will use because of its accessibility.

While lesson plans, methods and procedures, and other materials may be helpful to the beginning teacher as well as to the experienced teacher, they are not necessary to the articulation of an integrated language arts program. The accomplishment here is significant in that respect. Resources which help the teacher implement the curriculum are available elsewhere.

CURRICULUM GUIDES
COMMENDED IN 1987

ELEMENTARY

On Writing Expectations K-3. Adele Fiderer and Ann Faude. Scarsdale Union Free School District 1, New York. April 1986. ED 284 206, 74 pp.

Intended for parents and teachers who are interested in the approximate level at which their primary school-age children should be writing, this guides describes the type of writing children can produce at each age level and how they go about producing it. An introduction makes this point and offers a set of writing process terms to describe compositions written in the writing process method: (1) rehearsing, (2) drafting, (3) conferring, (4) revising, (5) editing, and (6) publishing. It then provides an overview of the guide and explains the "invented spelling" that is used therein. Four sections follow, labeled "Kindergarten," "First Grade," "Second Grade," and "Third Grade." The sections describe the characteristics of student writing at each grade level as well as students' attitudes toward composing, the appearance of the product, developmental problems exhibited by students at each grade level, writing process, and appropriate levels of expectations for each grade. Each section also offers samples of student work. The "Kindergarten" section notes that students often use drawings as a springboard for writing. The "First Grade" and "Second Grade" sections describe students' enthusiasm about writing and note that drawings take up less room than in earlier compositions. The third grade section notes that students' work generally loses its "voice" and becomes lifeless as children become more interested in appearance, order, and mechanical correctness.

Writing Guide 1983-84. Revised. Saratoga Union School District, California. February 1987. Available from Saratoga Union School District, 20460 Forrest Hills Drive, Saratoga, California 95070 ($50.00). ED 280 017, 386 pp.

The result of the collaborative efforts of seven writing instructors and based in part on the Bay Area Writing Project, this writing guide is intended for teachers in grades one through six. In the first part, the first of four sections suggests instructional techniques and activities, includes student writing samples, and defines the writing process at the following developmental levels: prewriting, oral or written composing, responding, revising, editing, and evaluating. The second section presents a suggested grade level sequence and activities designed to incorporate other language arts curricula and writing genres. The third section discusses "power writing," a formula for expository writing, and the fourth section, which focuses on response as the key to evaluation and assessment, suggests that there needs to be a balance both between peer and teacher evaluation and among primary trait, analytic, and holistic scoring. Recommending that students learn how one form of writing may better communicate their subject and purpose than another, the second part of the guide discusses forms that are appropriate for elementary students and suggests lessons for each grade level. Activities are presented for grades one through six in the following forms: first-hand experience, story, essay, folklore, drama, and poetry. A selected bibliography is included, and a supplemental guide entitled "Scope and Sequence for Writing Skills" is appended.

SECONDARY

English Graded Course of Study, Grades 7-12. Cincinnati Public Schools, Ohio. 1986. ED 282 201, 153 pp.

Designed to provide a mastery or core program in English required for all students from grades 7 through 12 in the Cincinnati Public Schools, this guide represents a compilation of the structured segments of three separate graded courses of study: writing, oral communication/media, and reading/literature. Following an introduction, the guide presents a brief mission statement from the Cincinnati Public Schools and a program philosophy, followed by the English program goals. The next two sections outline expectations for secondary school English classrooms, as well as expectations by grade level. The most extensive section details scope and sequence objectives for each grade. Succeeding sections address evaluation procedures and the purposes of student assessment. A bibliography is also included.

Literary Archetypes. Advanced Placement English Curriculum Guide. Anne Arundel County Public Schools, Annapolis, Maryland. July 1985. Available from Anne Arundel County Public Schools, 2644 Riva Road, Annapolis, Maryland 21401 ($11.60). ED 276 996, microfiche only, 203 pp.

Providing students with the opportunity to earn college credit while still in high school, the Advanced Placement English course described in this guide is designed to help students (1) choose from a wide range of literature for independent reading; (2) develop a critical awareness about literature; (3) recognize connections among works of literature that span time and good writing as major sources of civilization's significant ideas; (4) respond thoughtfully to literature; (5) vary the tone of their writing; (6) experiment with form in writing; (7) evaluate ideas that contradict, deviate from, or reinforce their previously formed opinions; (8) evaluate their own writing as well as the writing of their peers; and (9) grow intellectually and develop the skills necessary for critical reading, writing, and thinking. Based on the work of Northrop Frye, the course outlined in the guide is organized as a seminar and covers romance, tragedy, satire, and comedy. The bulk of the guide lists student abilities based on course objectives for each quarter, with a corresponding enumeration of course content, activities, and resources. Sections on instructional techniques and advanced placement journals are included, as are supplementary instructional materials such as worksheets, sample tests and answer sheets, study guides, and various student handouts.

Synaesthetic Writing: A Six-Weeks Unit on Creative Writing. Brenda Ball and Mary Ann Stafford. Pine Bluff High School, Pine Bluff, Arkansas. 1986. ED 278 020, 64 pp.

Using music and the visual arts as stimuli in the teaching of short story writing, the six-week course described in this guide is designed to improve students' appreciation of elements common to these art forms and to increase students' use of these elements in their creative writing. The guide points out that attitude surveys have shown that these stimuli increase students' interest and enjoyment in writing as well as the quality of their fiction writing. Specifically, the course objectives that are listed include (1) the improvement of descriptive, narrative, and critical writing skills; (2) the production of simple works of art,

such as concrete expressions of abstract ideas; and (3) an increased appreciation of classical music and the visual arts. A day-by-day action plan calendar provides a brief overview of course activities. Weekly lesson plans, comprising the bulk of the guide, detail each day's activities using the following categories: objectives, procedures, materials, vocabulary terms, and evaluation. Handouts, tests, answer sheets, illustrations, and examples are included. A list of vocabulary terms pertaining to writing is provided, as are materials and resources to be used throughout the course. An attitude scale, an evaluation score sheet, student and teacher comments, and sample short stories are appended.

GRADES K-12

Communication Education. Summit School District RE-1, Frisco, Colorado. 1986. ED 284 205, 51 pp.

Intended for use by teachers of kindergarten through grade ten, this curriculum guide is designed to make communication education an integral part of the school program. The philosophy of the guide focuses on the processes of analyzing, formulating a position, and organizing information or ideas into meaningful form, rather than solely on surface features such as literal comprehension in reading, mechanics in writing, and correct speech. The guide defines curriculum objectives generally for each subject area and then shows how they are implemented in detailed developmental schedules of expected skill acquisition for each grade level in the following subject areas: reading, literature, writing, speaking and listening, using media, reasoning, handwriting, spelling. These schedules indicate the grade level at which each skill or process is formally introduced, formally reinforced, mastered, and then informally enriched and extended.

Composition in the English Language Arts Curriculum K-12. New York State Education Department, Albany. 1986. ED 272 884, 101 pp.

Intended to help school personnel develop and implement a comprehensive, articulated writing program at the district, building, and classroom levels, this manual emphasizes writing as a composing process, describes the stages of the writing process, and outlines the composing skills expected of students in kindergarten through twelfth grade. In addition, the manual provides suggestions for organizing the classroom for writing instruction, ideas for grouping, suggestions for incorporating instruction in the correct and effective use of written language in the composing process, and a summary of commonly used evaluation techniques. A bibliography of selected references is also provided for those who wish to explore the composing process in greater detail. Various support materials, primarily evaluative, are appended.

English Language Arts: Common Curriculum Goals. Oregon State Department of Education, Salem. 1986. ED 276 009, 56 pp.

Based on the philosophy that language is central to learning, this booklet defines common curriculum goals for elementary and secondary schools that combine both general, essential learning skills and the common knowledge and skills that form a strong English language arts curriculum. The guide has two main sections: the receptive section focuses on those skills that allow students to receive and process information, including reading, listening,

and literature; the expressive section focuses on those skills used in producing communication, including writing, speaking, and language. Each section lists the skills and learning outcomes for students who complete grades 3, 5, 8, and 11. The guide is intended to help in local curriculum planning and state assessment of student achievement. A reader evaluation form is appended.

English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Third Grade. Oregon State Department of Education, Salem. 1986. ED 276 010, 34 pp.

English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Fifth Grade. Oregon State Department of Education, Salem. 1986. ED 276 011, 43 pp.

English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Eighth Grade. Oregon State Department of Education, Salem. 1986. ED 276 012, 47 pp.

English Language Arts: Common Curriculum Goals; Curriculum Mapping, End of Eleventh Grade. Oregon State Department of Education, Salem. 1986. ED 276 013, 57 pp.

To be used in conjunction with *English Language Arts: Common Curriculum Goals* (ED 276 009), these curriculum maps are designed to assist teachers in evaluating and revising their current curriculum. Instructions describe how teachers can effectively use the material provided to gather information and tally and analyze results. Each map consists of two main sections. The receptive section focuses on those skills that allow students to receive and process information so as to help students use listening, reading, and literature skills to better understand human experiences and share cultural commonalities and differences. The expressive section focuses on those skills used in producing communication in order to help students use writing and speaking skills in a variety of modes of communication and self-expression. Each section contains a number of objectives for students completing the grade. These subsections are arranged on a grid for rating based on the following categories: (1) time spent on instruction and feedback, (2) degree to which current course goals reflect the common curriculum goals, (3) quality and quantity of instruction and practice, (4) preservice and inservice teacher education and experience, (5) questions, and (6) comments.

A Guide to Curriculum Development in Language Arts. Iowa State Department of Public Instruction, Des Moines. September 1986. ED 276 052, 103 pp.

Focusing on integrating the teaching of language arts through varying functions of language, communication modes, and audiences, this curriculum guide emphasizes the importance of a language-rich environment that will enable students to understand the purposes and power of language and to use it confidently and creatively. The guide provides structure and direction for building on existing curricula at the district level. Emphasis is placed on empowering classroom teachers to make decisions that meet the individual needs of their students. The presentation on curricular organization and integration in the language arts argues that simply listing subskills to be introduced and mastered at specified levels is inappropriate. Examples of oral, written, and visual communication used in and out of school are outlined, as are communication acts used by composer and comprehender in five functions of language. Teacher strategies for designing integrated language arts learning

experiences are presented, including numerous examples of possible student activities. Guidelines for evaluating language arts programs are provided. Appendixes include (1) an outline of ways to both implement and evaluate the curriculum model at the local level, (2) a form for mapping present curricula, and (3) a list of professional organizations. A 46-page annotated bibliography of materials cited in the ERIC database and a form for obtaining follow-up materials conclude the document.

A Guide to Curriculum Planning in Reading. Bulletin No. 6305. Wisconsin State Department of Public Instruction, Madison. 1986. ED 271 726, 189 pp.

Defining reading as a dynamic, interactive process involving the reader in constructing meaning, this guide for the elementary and secondary school curriculum was designed to facilitate effective and creative decision making by teachers for (1) integrating reading and writing across the curriculum, (2) developing readers who can independently apply appropriate strategies to a variety of texts and tasks for constructing meaning, and (3) developing mature readers who will choose reading as an independent activity during and beyond their school years. The contents of the guide are divided into the following sections: overview, understanding reading comprehension as an interactive process, developing strategic readers, K-12 scope and sequence skills and strategies, analyzing the curriculum, planning for instruction, organizing for instruction, selecting instructional materials, evaluating the reading curriculum, and contributors to an effective reading program. Included among the many appendices are a poster for word-meaning strategies, a decision-making guide for teaching word analysis, guidelines for using computers in a reading curriculum, criteria for selecting nonprint media for a reading program, several bibliographies, and a resource list.

The Language Arts Essential Skills. Arizona State Department of Education, Phoenix. May 1986. ED 282 203, 100 pp.

A revision of an earlier project, this curriculum guide is intended to function as a framework for districts and schools to build language arts curricula for grades K-12. The introduction tells how to use the revision and contains a statement of purpose. It also includes instructions for how to use the revision in the school, the district, and in conjunction with evaluation measures. The second section covers the process of revising the previous guide and includes information about the membership of the committee, when the committee met, when public hearings were held, which schools and districts responded when sent a draft of the guide, a tally of the school and district responses, and an outline of the final revision process. The third section deals with the language arts curriculum itself, first defining what educators know about language arts instruction today. Next, it addresses the specific ways in which the committee used this knowledge to implement a schematic standard, and then suggests curricula for writing (including grammar and usage), speaking, reading, listening, and language concepts (consisting of variety of expression, history of language, power of language, linguistics and grammar, and study skills). Following a discussion of integrating the language arts, the guide provides details of the format of the language arts essential skills, including process, products/outcomes, competency indicators, suggestions for evaluation, appendices, and figures. The fourth section is a selected bibliography.

Language Arts Resource Guide K-12. John C. Pitman. Rhode Island Department of Elementary and Secondary Education, Providence. ED 283 144, 199 pp.

One of a series designed to help districts refine and upgrade their current curricular offerings, this resource guide deals with the development of a unified K-12 language arts curriculum that combines the four major language arts components of listening, speaking, reading, and writing. Following a brief foreword and list of acknowledgments, the first three chapters provide the user with information on (1) trends in the research, (2) suggestions for applying research trends in the classroom, and (3) suggestions that will assist language arts curriculum development groups to design and refine their language arts curriculum. Specifically, the first chapter presents an overview of the Basic Education Program (BEP) for Rhode Island Public Schools. The second chapter provides definitions and a review of selected language arts research trends, while the third chapter deals with constructing a K-12 language arts program. The last two chapters constitute a resource section that contains selected language arts program abstracts and other program information, including an extensive bibliography. Two appendices contain evaluation criteria and "Essentials of English" from the National Council of Teachers of English.

CURRICULUM GUIDES
COMMENDED IN 1986

ELEMENTARY

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking and Writing: Kindergarten, Grade 1, Levels AB. Chicago Board of Education. 1981. ED 261 369, microfiche only, 241 pp.

The first of five volumes, this guide for kindergarten and first grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units of listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section presents units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section contains writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objective. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form.

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking and Writing: Grade 1, Levels CD. Chicago Board of Education. 1981. ED 261 370, microfiche only, 239 pp.

The second of five volumes, this guide for first grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory outline contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section presents units on fundamental skills of writing, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography, and a teacher evaluation form.

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking and Writing: Grade 2, Levels EF. Chicago Board of Education. 1981. ED 261 371, microfiche only, 266 pp.

The third of five volumes, this guide for second grade complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory outline contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units of speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, and methods of delivery. The third section presents units of writing: fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography and a teacher evaluation form.

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking and Writing: Grade 3, Levels GH. Chicago Board of Education. 1981. ED 261 372, microfiche only, 273 pp.

The fourth of five volumes, this guide for third graders complements the Chicago Mastery Learning Reading Program or other reading programs, and provides an outline of skills in listening, speaking, and writing. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section contains units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, methods of delivery and style. The third section presents writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) cross references to reading objectives; (5) the teaching/learning strategy; and (6) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography and a teacher evaluation form.

Curriculum Guide in Communication Arts for the Elementary School in Listening, Speaking and Writing: Grade 4. Chicago Board of Education. 1983. ED 261 373, microfiche only, 331 pp.

The fifth of five volumes, this guide for fourth grade is an outgrowth of the Curriculum Guide in Reading. The guide provides an outline of skills in the communicative arts of listening, speaking, and writing that support and can be integrated with the skills outlined

in the reading guide. The introductory section contains objectives, a description of the organization of the book, and a discussion of the interrelationship of the communication skills. The first section includes units on listening subskills: attentive listening, informational listening, critical listening, and recreational listening. The second section includes units on speaking subskills: the mechanics of speaking, the ability to communicate orally, communication techniques, methods of delivery and style. The third section presents writing units on fundamental skills, practical writing, and creative writing. Each unit lists (1) the skill to be taught; (2) the subskill, which is stated in behavioral terms and which progresses from the fundamental to the advanced; (3) the objective of the lesson; (4) the teaching/learning strategy; and (5) the criterion for determining mastery of the objectives. The appendixes contain a suggested weekly time distribution for language arts, a language arts checklist for elementary teachers, a Chicago Public Schools handwriting award form, a bibliography and a teacher evaluation form.

Elementary Language Arts: Model Curriculum Guide. First Field Edition. Alaska State Department of Education, Juneau. 1985. ED 264 596, 348 pp.

Intended to serve as a model to aid school districts in developing and reviewing their language arts curricula, this curriculum guide for the elementary grades lists in parallel columns topics/concepts, learning outcomes, and sample learning objectives for language skills in the areas of oral communication, reading, and writing. Topics and concepts listed in the first column define broadly the content to be studied in each of these areas, including such language skills as speaking, listening, writing, language and composition, and literature. The second column lists the learning outcomes or the goals toward which student learning is directed, and the third column lists sample learning objectives--reasonable measures of student progress toward stated goals. At least one sample learning objective is stated for each learning outcome. The guide also includes the comments and suggestions of several persons who contributed their time to reviewing the guide. An annotated bibliography of children's books about Alaska concludes the document.

English Language Arts, K-8. Part I: Reading and Listening. Program of Studies. Montgomery County Public Schools, Rockville, Maryland. 1982. Available from Montgomery County Public Schools, 850 Hungerford Drive, Rockville, Maryland 20850 ($5.00). ED 266 491, 89 pp.

The reading and listening program described in this Montgomery County, Maryland, curriculum guide is based on sets of instructional and performance objectives for each grade level from kindergarten to eighth grade. Within each grade level set, the guide organizes the objectives into major categories that represent important areas of instruction: (1) prereading (kindergarten and first grade), (2) phonics-decoding/structural analysis/sight vocabulary (grades one through eight), (3) language experience (kindergarten through grade two), and (4) comprehension (kindergarten through grade eight). The objectives are organized in a developmental sequence according to instructional goals indicating the purpose of instruction and performance goals specifying what students ought to be able to do to demonstrate progress toward attaining the objectives.

English Language Arts, K-8: Part II: Writing and Speaking. Program of Studies. Montgomery County Public Schools, Rockville, Maryland. 1985. ED 264 564, 106 pp.

Developed to increase student ability to communicate effectively in a growing range of situations, this kindergarten through grade eight writing and speaking program is based on clusters of instructional and performance objectives for each grade level. The guide begins with a discussion of the goals of education, a point of view about language learning, and the purposes, characteristics, and outcomes of language instruction. The guide then lists three principles that govern the organization of instructional and performance objectives at each grade level, i.e., objectives should be organized: (1) across grade levels in developmental sequences, reflecting and promoting language and cognitive development; (2) according to the speaker's or writer's intent; and (3) in instructional sequence for direct use by teachers. Each grade level section contains two categories--composition and conventions--under which objectives are listed. The subcategories listed under composition are developing language fluency, expressing thoughts and feelings, writing and telling stories and poems, informing an audience, and persuading an audience. The subcategories under conventions are usage and grammar, punctuation, capitalization, spelling, and handwriting. A list of guides and related materials is included, as well as a chart illustrating the categories of objectives.

Instructional Program in Reading/Language Arts: Core Book Lists and Additions. Montgomery County Public Schools, Rockville, Maryland. January 1986. ED 266 492, 54 pp.

Intended for use with the instructional program in reading and language arts of the Montgomery County, Maryland, public schools, this book list contains brief annotations of more than 300 books. The annotations are arranged in the following categories: (1) short narratives, (2) fables, (3) folk tales, (4) legends, (5) novels, (6) bibliographies, (7) story poems, and (8) exposition for kindergarten through third grade. Each annotation contains price and publisher information, as well as recommended grade levels for its use.

Writing Program, K-12. Colton Joint Unified School District, California. 1984. ED 271 791, 443 pp.

Instructional methods and rationales for all phases of the writing process are presented in this curriculum guide for grades one through eight. The first section of the guide presents ten steps that comprise a process approach to writing based on research into the way writing happens. This is followed by descriptions of the various domains of writing, such as sensory/descriptive, imaginative/narrative, informational, and expository. The guide next presents a composition continuum for each grade level, listing the most common structures or schemata that appear in written material, with the ultimate goal of writing lessons planned to require students to apply their comprehension of the schemata to their own writing. The major portion of the guide presents instructional strategies and activities for (1) prewriting, (2) sentence building, (3) sentence combining and expanding, (4) paragraph development (including chronological order, cause and effect, and comparison and contrast), (5) multiparagraph compositions, (6) letter writing, (7) story writing, (8) newswriting, (9) poetry, and (10) a research paper. The guide concludes with a section on responding,

revision, editing, and evaluating student writing at both the student and the teacher level. A guide to diagnosing student needs in writing instruction is appended.

SECONDARY

Secondary Language Arts: Alaska Curriculum Guide. First Edition. Alaska State Department of Education, Juneau. ED 264 597, 163 pp.

Intended to serve as a model to aid school districts as they develop and review their language arts curricula, this curriculum guide for secondary school lists in parallel columns topics/concepts, learning outcomes, and sample learning objectives for language skills in the areas of oral communication, reading, and writing. Topics and concepts listed in the first column define broadly the content to be studied in each of these areas, including such language skills as speaking, listening, writing, language and composition, and literature. The second column lists the learning outcomes or the goals toward which student learning is directed, and the third column lists sample learning objectives--reasonable measures of student progress toward stated goals. At least one sample learning objective is stated for each learning outcome. The guide also includes the comments and suggestions of several persons who contributed their time to reviewing the guide.

Secondary Reading in Wichita Guidebook. Revised. Wichita Public Schools, Kansas. 1985. Available from the Wichita School District #259, Community Education Center, 1847 North Chautauqua, Wichita, Kansas 67214 ($7.00). ED 268 476, 177 pp.

In response to the need for improvement of reading instruction, a committee of secondary reading specialists developed this guidebook, which allows for three distinct levels of usage: as a curriculum guide for administrators and counselors, offering expanded course descriptions of all reading classes offered at the secondary level; as a reference and resource guide for reading specialists; and as a guidebook for content area teachers. The guidebook is divided into the following sections: (1) what is known about secondary reading; (2) goals and objectives of secondary reading; (3) parameters of the secondary reading program; (4) secondary reading course descriptions; (5) roles of the administrator, student, parent, and secondary reading specialist; (6) aids for the secondary reading specialist, such as class record sheet and prospective student forms; (7) content area reading--reading achievement levels, assessment, directed reading lesson, vocabulary development, reading comprehension, and study skills; (8) aids for the content area teacher, such as reading inventories, class profiles, and questioning techniques; and (9) aids for the student, such as test taking skills. A five-page bibliography is included, and appendixes contain the San Diego Quick Assessment, the Fry readability graph, and the cloze procedure.

GRADES K-12

Curriculum Guide, Language Arts: Elementary, Middle, and High Schools. St. Joseph School District, Missouri. 1985. The School District of St. Joseph, Tenth and Felix Streets, St. Joseph, Missouri 64501.

Designed to coordinate English language arts instruction throughout elementary, middle, and high schools, the first of this guide's ten major sections expresses the belief that a language arts curriculum should encompass and interweave the communication skills of reading, writing, thinking, listening, and speaking. The following nine sections of the guide provide instructional objectives and teaching activities for skill areas in kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, sixth grade, seventh-eighth grade, and high school. Appendixes include bibliographies of reading materials, a checklist for oral and written reports, and a proofreading and editing checklist.

A Guide to Curriculum Planning in English Language Arts. Bulletin No. 6360. Wisconsin State Department of Public Instruction, Madison. 1986. ED 268 554, 285 pp.

Emphasizing language as a means of communication and as a learning tool, this guide to curriculum planning presents a conceptual framework for a kindergarten through grade twelve language arts program emphasizing the integration of listening, speaking, reading, writing, and media use. The content and skills sections in the guide include a statement of scope and sequence, goals and outcomes, evaluation techniques, suggestions for parents, and exemplars. Following an overview section describing the purpose of the guide, the communication approach to language arts, and the integration of the language arts, the guide is divided into the following language skills: language, literature, listening, speaking, reading, writing, using media, curriculum planning, implementation and evaluation, and critical issues. (Appendixes include resources, proposed guidelines for free and responsible student journalism, teacher education program approval standards, workload and the teaching of secondary school English, and guidelines for nonsexist uses of language.)

Developing Writing Competence. Minimum Standards Leadership Series 1985. Ohio State Department of Education, Columbus. January 1986. ED 268 523, 105 pp.

Intended as a tool for school district personnel as they develop competency-based education programs for English composition, this document presents objectives and guidelines for improving composition quality and instruction. The chapters cover the following topics: (1) the writing process, (2) the relationship between the writing process and competency-based education requirements, (3) writing experiences, (4) writing and cognitive development, (5) developing prompts for writing experiences, (6) evaluating compositions, (7) planning for district-wide evaluation of compositions, (8) grading and reporting to parents, (9) pupil performance objectives and writing experiences, and (10) program evaluation. The appendix contains a self-appraisal checklist for evaluating writing programs.

English Language Arts Curriculum. Minimum Standards Leadership Series. Ohio State Department of Education, Columbus. December 1985. Available from the Ohio Department of Education, Division of Elementary and Secondary Education, 65 Front Street, Columbus, Ohio 43215. ED 267 417, 88 pp.

Intended to help teachers understand English as a curricular area and identify curriculum issues, this document can also assist committee members as they develop or revise their school district's English language arts course of study. The chapters discuss the following topics: (1) the past, present, and future of the English language arts curriculum; (2) issues in developing an English language arts curriculum, including factors for success, establishing the curriculum, a holistic view, language before schooling, dialectical differences, setting and language, teaching/learning styles, and teaching handicapped students; and (3) applying the components of a process model for developing a course of study, including samples of an English language arts program philosophy, program goals, program objectives, and an evaluation policy. Appendixes include sample student objectives for composition/writing and for drama/theatre, a list of action verbs for writing subject objectives, and sample subject objectives for listening and speaking.

Integrating Language Arts. Minimum Standards Leadership Series. Ohio Department of Education, Columbus. December 1985. Available from the Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front Street, Columbus, Ohio 43215. ED 267 416, 129 pp.

Intended as a tool for bringing instruction and research together for curriculum directors, supervisors, administrators, and classroom teachers, this document reports recent English language arts research that will affect curriculum development and instructional patterns. The chapters discuss the following topics: (1) organization and staff development for an integrated English language arts program; (2) an integrated reading/literature program; (3) composition instruction, including spelling and handwriting; (4) listening and speaking skills; (5) visual literacy; (6) drama/theatre in the English language arts; and (7) computers and word processors. Appendixes include the National Council of Teachers of English (NCTE) statement on the essentials of English, the NCTE standards for basic writing skills, a speech and language development chart, and the Speech Communication Association standards for effective oral communications programs.

Practical Ideas for Teaching Writing as a Process. Carol Booth Olson, Ed. California State Department of Education, Sacramento. 1986. Available from Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802-0271 ($6.00, plus sales tax for California residents, payment must accompany order). ED 268 550, microfiche only, 203 pp.

A collaborative effort on the part of teachers from and consultants for the University of California, Irvine/California Writing Project, this guide presents ideas for teaching writing as a process at all levels of the curriculum. Each section of the guide presents an essay introducing the section topic, followed by practical ideas for teaching that technique or stage of the writing process. Also included are applications of writing techniques at particular grade levels, descriptions of ways to modify assignments, new ideas that sprang from an original idea, and variations on a theme. Following an introduction to the California

Writing Project, the contents of the guide are divided into the following sections: (1) the writing process; (2) prewriting; (3) prewriting in the elementary school; (4) prewriting in different subjects; (5) showing, not telling (a training program for student writers); (6) writing; (7) domains of writing; (8) writing the saturation report; (9) point of view in writing; (10) writing the I-search paper; (11) sharing/responding; (12) rewriting/editing; (13) revising for correctness; (14) building vocabularies; (15) evaluation; and (16) techniques.

Rx for Formula Poetry in the Content Area: An Activities Book. Prepared by Cynthia L. Pino. Volusia County Schools, Daytona Beach, Florida. January 1983. Available from Director, Community and Governmental Relations, P.O. Box 2118, 230 North Stone Street, Deland, Florida 32721-2118 ($1.50). ED 272 880, 35 pp.

Intended for teachers in all content areas, this guide provides activities for teaching poetry in all subject areas. First, a rationale for why teachers should include writing in their classrooms is presented. Next, the stages of the writing process are explained and the benefits of formula poetry are discussed. Instructions for teaching students to write bio-poems, cinquains, concrete poems, definition poems, diamantes, five-sense poems, found poetry, haiku, inside/outside poems, parallel poems, and vertical name poems are provided, as well as examples of poems that have been written in science, social studies, and English classes.

Team Oriented Corrective Reading (TOCR): A Handbook for Corrective Reading. Revised. Virlene Hicks, Ed. Wichita School District 259, Kansas. 1985. Available from the Wichita School District 259, Community Education Center, 1847 North Chautauqua, Wichita, Kansas 67214 ($7.00). ED 271 727, 111 pp.

Designed to provide the special instruction needed by students with reading disabilities, this handbook describes a team oriented approach for corrective reading. The first section describes the goals and definitions of the Team Oriented Corrective Reading (TOCR) Program, while the second section delineates the team approach and the roles of the administration, the special reading teacher, the classroom teacher, the support personnel, the student, and the parents. The third section outlines the six steps for implementation, including identification, screening, diagnosis, scheduling, instruction, and evaluation. The next two sections define the role of the special reading teacher as a resource person, and discuss organizing for group instruction, including grouping procedures, principles of grouping, and steps for implementing a levels reading program. The last two sections present a sequential skills guide and a curriculum management system. A bibliography is included, and sample TOCR forms, tests and diagnostic aids, aids to grouping, a guide for parent-teacher conferences, and consonant and vowel lists are appended.

CRITERIA FOR PLANNING AND EVALUATING ENGLISH LANGUAGE ARTS CURRICULUM GUIDES

The Committee to Evaluate Curriculum Guides and Competency Requirements has repeatedly revised its criteria in an effort to keep pace with the practices of the best curriculum developers. These criteria were formulated with several objectives in mind. First, they provide each member of the committee with a uniform basis for initial evaluation, with each guide also viewed as a unique document. Second, the criteria may serve to help schools and other educational agencies that are in the process of developing and evaluating curricula. Finally, the committee hopes that the criteria may act as a change agent within the field of the English language arts.

Philosophy

This curriculum document . . .

1. contains a philosophic statement that describes the projected aim of the curriculum document and how that aim is incorporated/represented in the content addressed by the curriculum document;

2. presents a statement of philosophy that coherently conveys the beliefs of the developers about subject matter, teachers, students, administrators, community;

3. promotes the relatedness between/among language arts experiences in the total program;

4. encourages teachers to view language as both a subject and a communicative process which has an impact on all subject matters in schooling and is central to human life;

5. is consistent with the premises that individual language development and concept development cannot necessarily be grouped into arbitrary grade-level expectancies or requirements, and that successful language experiences are essential for all students;

6. promotes knowledge of current or recent developments in modern language theory;

7. recognizes the assets of bidialectal, bilingual, and non-English-speaking students in the study of language concepts;

8. promotes the valuing of every student's native language.

Objectives

This curriculum document . . .

1. describes the relationship between the philosophy (educational objectives) and subject matter objectives (what "stuff"?), teaching objectives (what the teacher does), student objectives (what the student does), and assessment objectives (how will the preceding be evaluated?);

2. includes objectives that are varied and which accommodate a range of student abilities and teaching styles;

3. contains objectives for both expressive (writing and speaking) and receptive (reading and listening) language.

Content The Committee to Evaluate Curriculum Guides recognizes that content may be organized in many ways. The content divisions represented in the following items are not indicative of any required or acceptable organization of content. Review focuses on determining which aspects of content are represented, which are emphasized, how they are related, and the relationship of content to philosophy, teaching and student objectives, and assessment.

Content: Language (It is assumed that "language" may be addressed as oral or written presentations.)

This curriculum document . . .

1. is consistent with the premise that the content of language study often comes from real life;

2. accommodates the study of a variety of aspects of language, such as semantics, dialects, grammars, lexicography, history of language, etc.;

3. provides for both imaginative and informative uses of language;

4. requires student application of language appropriate to audience and purpose;

5. distinguishes between grammar and usage;

6. is consistent with the premise that acquiring information <u>about</u> language does not necessarily improve oral or written language performances;

7. relates language study to the rest of the language arts program;

8. describes alternative means of assessment.

Content: Composition (It is assumed that "composing" may be addressed as written or oral presentation.)

This curriculum document . . .

1. is consistent with the premise that composing is a means of self-discovery and of bringing order to human experience;

2. is consistent with the premise that composing is a process involving stages, such as prewriting, drafting, revising, etc.;

3. accommodates prewriting activities designed to stimulate composing;

4. distinguishes between editing and revising in the composing process;

5. accommodates small group interaction, student-teacher conferences, as well as individual efforts in composing;

6. requires that composing occur for different purposes and audiences;

7. relates composition to the rest of the language arts program;

8. describes alternative means of assessment.

Content: Reading

This curriculum document . . .

1. accommodates differences in how individual students demonstrate reading readiness or experience with literacy;

2. is consistent with the premise that a reading program, while incorporating the development of decoding skills, focuses on student comprehension;

3. relates reading to the rest of the language arts program;

4. describes alternative means of assessment.

Content: Literature

This curriculum document . . .

1. incorporates study of a variety of literary genres;

2. incorporates study of multicultural literature;

3. accommodates students being allowed and encouraged to select and read all types of literature, classical through contemporary;

4. recognizes the importance of student involvement in the literary text; distinguishes between literature as experience and the study of literary terms;

5. relates literature to the rest of the language arts program;

6. describes alternative means of assessment.

Content: Media

This curriculum document . . .

1. incorporates study of such nonliterary media as film, newspapers, magazines, television, radio, etc.;

2. provides for both study of and production in media;

3. relates media to the rest of the language arts program;

4. describes alternative means of assessment.

Organization

This curriculum document . . .

1. makes provision for staff development;

2. makes provision for implementation by individual teachers;

3. provides for review by multiple publics;

4. organizes content according to consistent application of an identified theoretic base for language, for learning, for teaching.

Policies and Procedures

This curriculum document . . .

1. accounts for teacher/administrator collaboration;
2. describes a mechanism for implementation;
3. describes a mechanism for continuing curriculum development and/or revision;
4. accounts for local/state promotion/graduation requirements;
5. provides for formative and summative evaluation.

Format of Presentation

This curriculum document . . .

1. is easy to read--the language is clear and effective;
2. is presented in a usable, convenient format that makes revision feasible.

Resources

This curriculum document . . .

1. lists specific texts, media, technology resources available for use;
2. suggests appropriate supplemental texts, media, technology resources.

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